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ABSTRACT

The assessment packet presented is a draft of a test designed for use with beginning level students of a second/foreign language in the Columbus (Ohio) public schools. It focuses on speaking skills and attempts to test only what students can be expected to say, realistically. The packet consists of: nine mini-tests for use at regular intervals throughout the academic year; a year-end speaking test; a scale for evaluating student performance; mid-year skills checklists for both teachers and students, for both French and Spanish, to be administered in January as an index of student progress and a placement aid; and a comprehensive student evaluation form to be submitted at the end of the school year. An introductory section outlines some specific strategies for test administration and checklist use. (MSE)

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ED 383 225

Foreign Language & ESL Department

DRAFT

LEVEL I ORAL ASSESSMENT KIT

&

MID-YEAR CHECK LIST

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Introduction

The main focus of Level I foreign language instruction is the development of listening and speaking skills. Students enroll in foreign language classes primarily to learn how to speak the language. When we give only paper and pencil tests, the message to the students is that speaking is not important. Oral tests not only give credence to speaking, but also provide for individual differences.

Materials

In order to facilitate the testing of speaking skills, we are providing you with a kit in ***draft form*** of the test that we would like to include as an integral part of Level I foreign language classes in Columbus Public Schools. This kit contains:

- 9 mini-tests for use at regular intervals throughout the school year.
- A year-end speaking test.
- A scale for evaluating student performance on these tests.
- A mid-year skills check list for teachers and students, which is ***to be administered in January*** at the conclusion of the first semester, to provide you with an additional index of student progress and, to assist you in determining who should be recommended for Level II instruction.
- A comprehensive evaluation form to be turned in at the end of the school year, so that you will have ample opportunity to provide valuable input.

This packet of testing materials is based on the Level I objectives outlined in the Course of Study and attempts to test only what the student can realistically be expected to say. The expectations are minimal, though many of your students will be able to express much more!

General Guidelines for Test Administration

The tests have been prepared in a manner which allows leeway in their administration. The basic comfort level of the student is extremely important. You will need to begin and end each testing session with the amenities you use

with your class on a daily basis. Prepare your students for these monthly tests by using similar activities and structures, but ***do not*** actually teach these tests. Also, it will be important not to teach new vocabulary during the testing process in order to obtain an accurate assessment of the student's "prochievement" level (what the student can say and what the students has achieved based on the Course of Study). In addition, we strongly suggest that you, the teacher, read aloud the mid-year check list with your students, adding your own examples where you feel they are needed to ensure greater student understanding of the list. This should not be a long, drawn out process; instead, *it should take no more that two half days of class time*.

Specific Strategies for Test Administration

1. Test each student individually by following the instructions on the card. Be aware that this is the most time-consuming approach.

2. Test students in pairs by giving two students the same material simultaneously.
   The teacher may wish to consider dividing the task to be performed between the students.

3. Test students in small groups of three or four students by assigning the same materials to given groups. The teacher may wish to divide the task to be performed among the members of the group. Each member would then be responsible for some but not all of the information.

Suggested Scoring Procedures

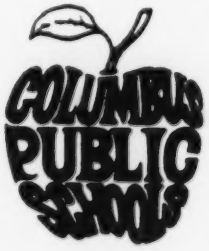
The Committee has provided you with three categories with which to rate Level I student oral production: *communication, fluency, and vocabulary*. A student is *communicating* effectively if s/he can understand what was said, can talk about the right thing, and can say something to be understood despite a couple of errors. *Fluency* refers to speech flow. Can the student generate smooth speech, or is the speech punctuated by lots of pauses, ums and uhs? *Vocabulary* refers to using words appropriate to the situation.

Before scoring their speech, be sure you have familiarized students with how their oral performance will be rated. It should *not* be a surprise. To reduce the amount of time involved in the procedure, score student speech immediately following the performance or

make a tape of the performance and score their speech production at a later time. For maximum effectiveness report the results back to your students within 24 hours of administering the test. Because of the time element involved in scoring speaking, you may wish to further reduce the categories to be rated to two, depending upon your objectives: e.g., *communication* and *vocabulary* or *fluency* and *communication*.

Using the Student Check List

The check list should be administered at the beginning of the second semester or at the close of the first. In order to complete the inventory correctly, students may need to re-familiarize themselves with many areas of the check list. One way to help them complete the check list accurately is to have them read over the entire inventory silently. Then, pull out all the visuals and flash cards that were used to introduce the material. Begin with Question #1 and have students assess themselves as you review the material. Some questions will be easy, such as "identifies classroom objects, articles of clothing, etc." Just point to the objects or hold up the vocabulary pictures in question and ask students to count how many they know. Other areas of the check list will be more subjective, "...tell what I do every day." Help your students identify structures they should know by asking, "Can you say, 'I eat breakfast.,' 'I listen to the radio, etc.?'" Regardless of the specific technique you use, proceeding through the check list together with your students will yield a more accurate assessment of what students have learned, provide reinforcement and review, and remind students of how much they have accomplished so far.



Points to Remember

when testing speaking

Maintain student comfort by....

1. Using similar activities and structures in everyday lessons

2. Familiarizing students with how they will be rated before testing begins (no surprises)

3. Beginning each test with a greeting or introduction that is also part of your class routine

4. Ending each test with a culturally appropriate and familiar leave-taking that is also part of your class routine

5. Reading the instructions ***together, out loud*** with the student(s) to be tested

6. Identifying ***in English*** the items contained in any visuals being used

7. Scoring and reporting the results of the test immediately

A

The School Store

COS Objectives:

- Names classroom objects
- Uses numbers
- Identifies colors
- Uses expressions of politeness

Teacher:

1) Make available to the student a set of classroom objects in a box -- pencils, paper, pen, eraser, ruler, notebook, etc. -- or the accompanying visuals.

2) Read the following card <u>together</u> with the student(s).

3) You will be looking for minimal responses on this test. Complete sentences are ***not*** necessary.

A

The School Store

Imagine that you need to buy <u>five</u> items at the school store. Using the objects in the box, tell me which items you wish to buy. Don't forget to greet me, tell me how many and what colors you want, and say goodbye.

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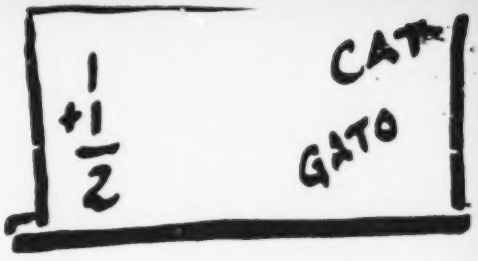
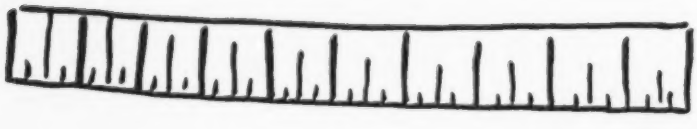
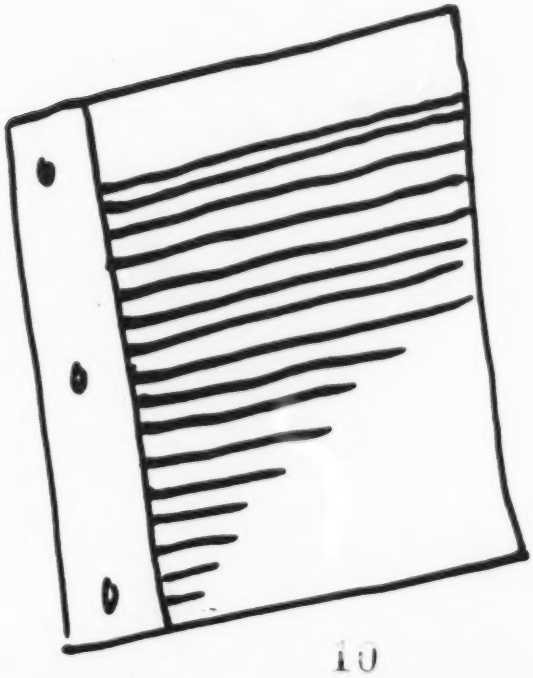
A-1







A-2

#B

The Bedroom

COS Objectives:

- Communicates likes and dislikes
- Uses common verbs in present tense
- Composes simple sentences with minimal errors

Teacher:

1) Show the picture to the student and identify every object depicted--in English--<u>with</u> the student so that there are no misunderstandings.

2) Read the following card <u>together</u> with the student(s).

3) The side of the visual marked "You" is for your student; the side marked "Student" belongs to the roommate.

#B

The Bedroom

Imagine that you are sharing a room with a foreign student and you realize that the two of you are very different. Using the picture as a guide, tell something that *you like and don't like about the room.* Then, tell something that *your roommate likes and doesn't like.*

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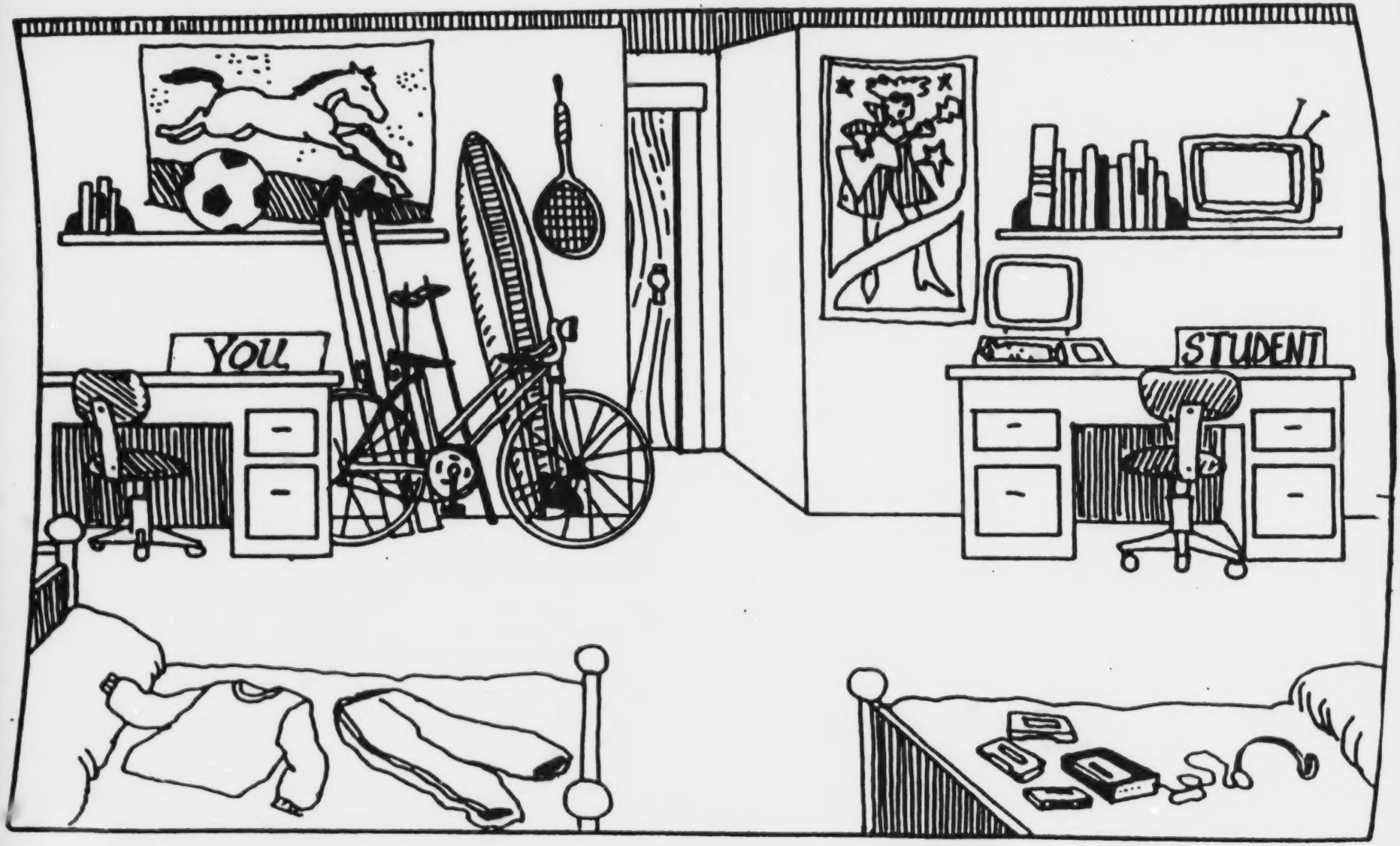

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#C

Daily Routine

COS Objectives:

- Describes daily routine

Teacher:

1) Spread out the enclosed cartoon pictures in sequence so that they are all visible to the student. The pictures represent Niki's normal day during the school year.

2) Be sure to describe to the student in English what Niki is doing in each picture so that there will be no misunderstandings.

3) Read the card with the student(s).

#C

Daily Routine

The pictures show you what Niki does during his day. I would like to know what you do. Use the pictures as a guide to help you tell me four things you do during your day.

Note: Activities *not* pictured are also acceptable.

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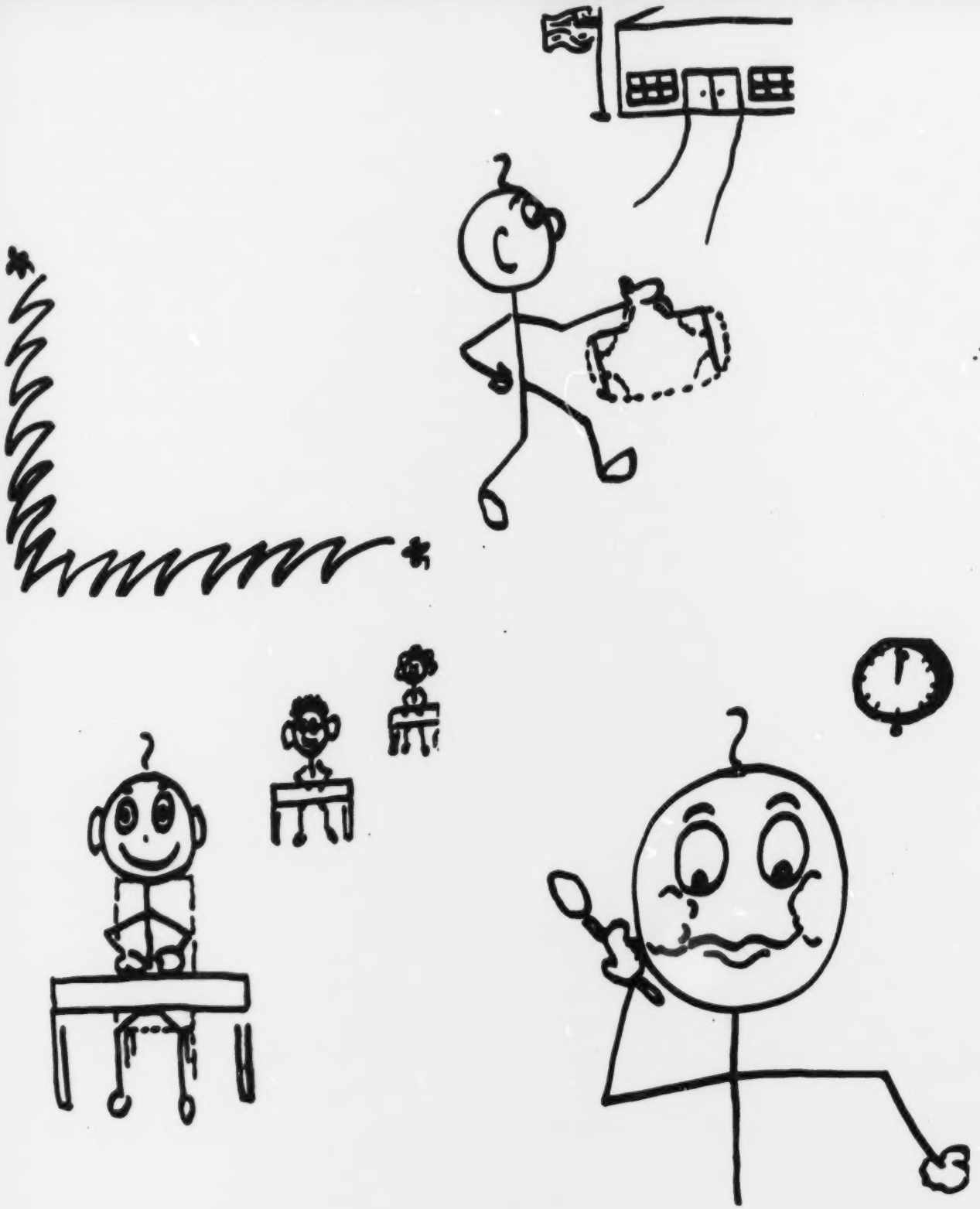

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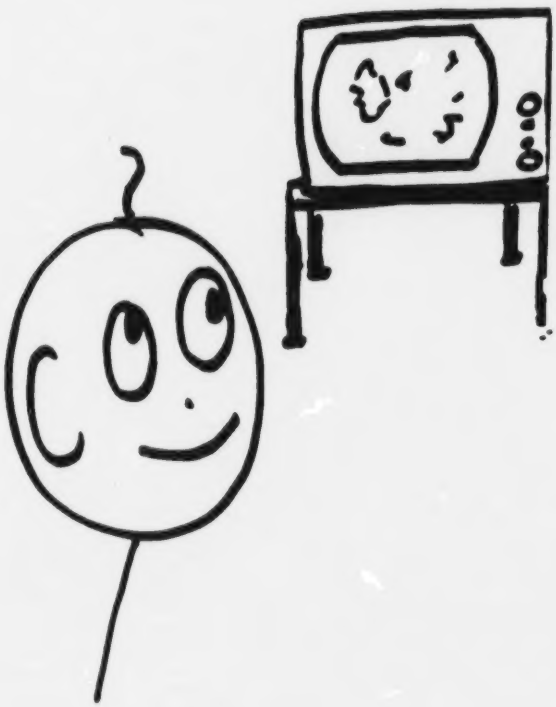

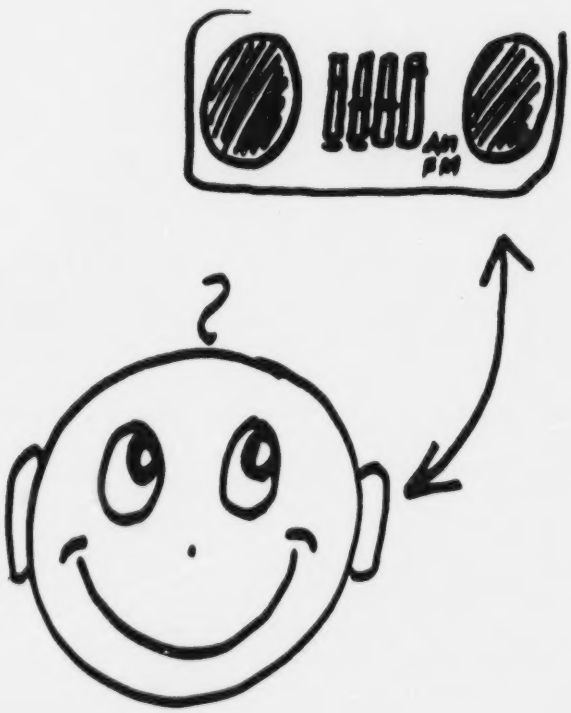

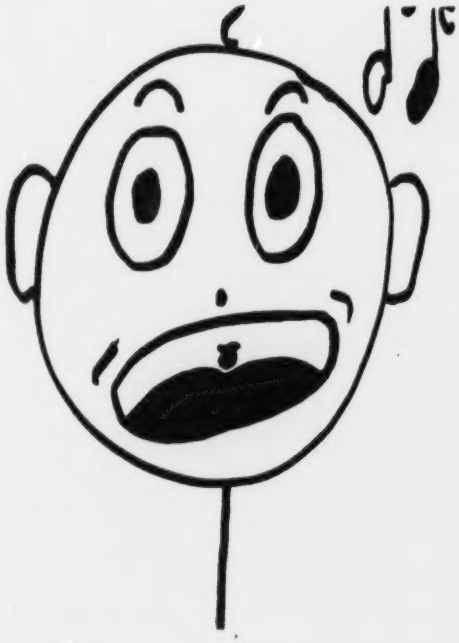

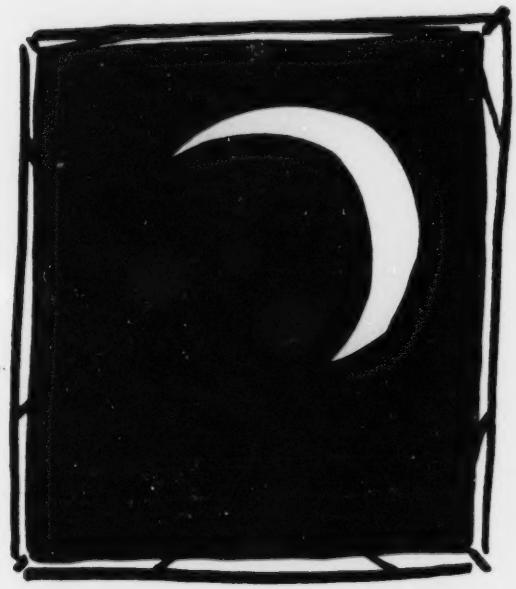

C-3

#D

What would you say if...?

COS Objectives:

- Describes the weather
- Composes simple sentences
- Uses some common verbs in the present tense

Teacher: 1) Read the card with the student(s).
2) Please note that a variety of responses is acceptable.

#D

Directions: Respond to any three of the following situations.

What would you say if...?

1. a friend asks you to go swimming? You don't like to swim.
2. your little brother, who hasn't looked outside yet, asks you what the weather is like because he wants to play basketball?
3. you are playing tennis and it's 90°?
4. someone asks you which sports you like to play?
5. you are playing outside, the temperature suddenly drops, and you do not have a coat?
6. you are asked to give a morning weather report to the school over the P.A. system?

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#E

Interview

COS Objectives:

- Uses greetings
- Answers simple questions
- Conveys likes and dislikes

Teacher: 1) Tell the student to imagine that you are a foreign writer or journalist and that you are going to interview the student.

2) Then, read the interview card <u>together</u> with the student(s).

#E

Interview

Imagine a writer wants to interview you for a foreign magazine because you are the teen winner of the Star Search Music Contest. Answer the questions to the best of your ability.

Questions:

1. Buenos días.	1. Bonjour.	1. Good morning.
2. ¿Qué clase de música te gusta?	2. Quelle sorte de musique est-ce que tu aimes?	2. What kind of music do you like?
3. ¿Quién es tu vocalista favorito?	3. Qui est ton chanteur ou ta chanteuse préféré(e)?	3. Who is your favorite singer?
4. ¿Qué grupo te gusta más?	4. Quel groupe est-ce que tu préfères?	4. Which group do you like the most?
5. ¿Qué grupo no te gusta?	5. Quel groupe est-ce que tu détestes?	5. Which group do you dislike?
6. ¿Quieres ser muy famoso algún día?	6. Tu désires être très célèbre un jour?	6. Do you want to be famous some day?

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#F

Role Reversal

COS Objective: • Asks simple questions

Teacher: 1) In this situation you will be interviewed by the student.

2) Read the card together <u>with</u> the student(s).

#F

Role Reversal

Imagine you are going to interview your foreign language teacher in the target language for the school newspaper. From the list below, ask <u>four</u> questions. Don't forget to address your teacher formally with *usted* , *vous*, etc.

Find out....

- his/her age
- where s/he lives
- if s/he likes to work in the school
- what music s/he prefers
- if s/he likes sports
- if s/he likes movies
- what s/he likes to do with his/her free time
- something else you would like to know

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#G

Tossed Salad

COS Objectives:

- Identifies food items

Teacher: 1) Use accompanying food visuals or your own.

2) Be sure to identify each of the items in Engl with your student(s) before starting the test.

3) Read the card together with the student(s).

#G

Tossed Salad

Imagine that you have been given the task of preparing the salad for a family reunion. Using the pictures as a guide, tell which five items you want to include in the salad. Remember, food items not shown cannot be mentioned because you do not have them on hand in your kitchen.

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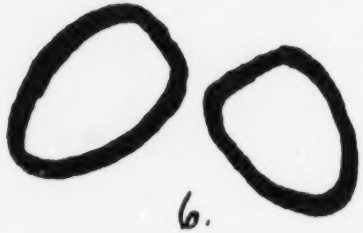
1.

2.

3.

4.

5.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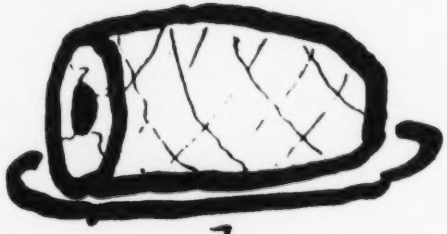
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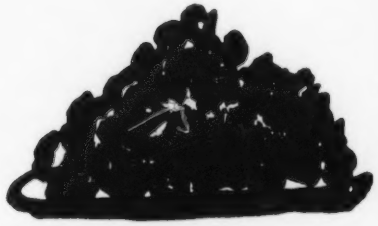
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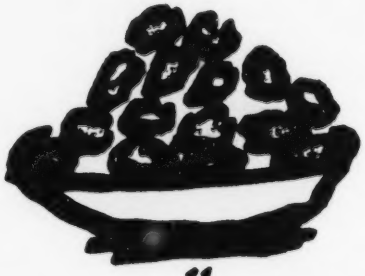
11.

12.

13.

14.

#H

What Would You Wear?

COS Objectives:

- Identifies articles of clothing

Teacher:
1) Give the appropriate visual to the student and review the articles of clothing in English with your students to avoid misunderstandings.
2) Read the card together with your student(s).

#H

What would you wear?

Use the picture to help you tell one item you might wear in each of four of the following situations. Do not use any item more than once.

Imagine you are going....

- swimming
- to a nice restaurant
- to school
- to play tennis
- for a run in the snow
- for a walk in the rain

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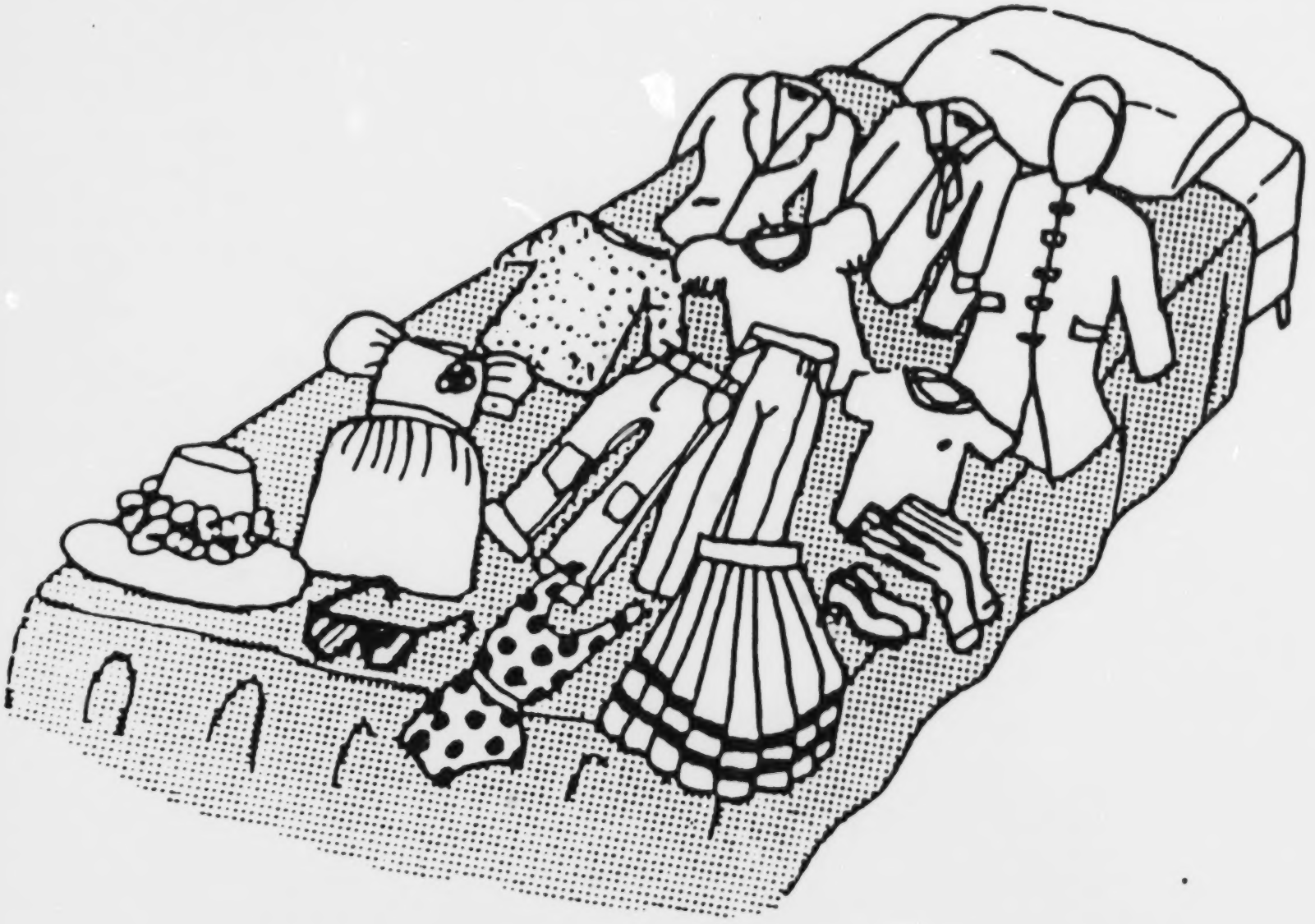

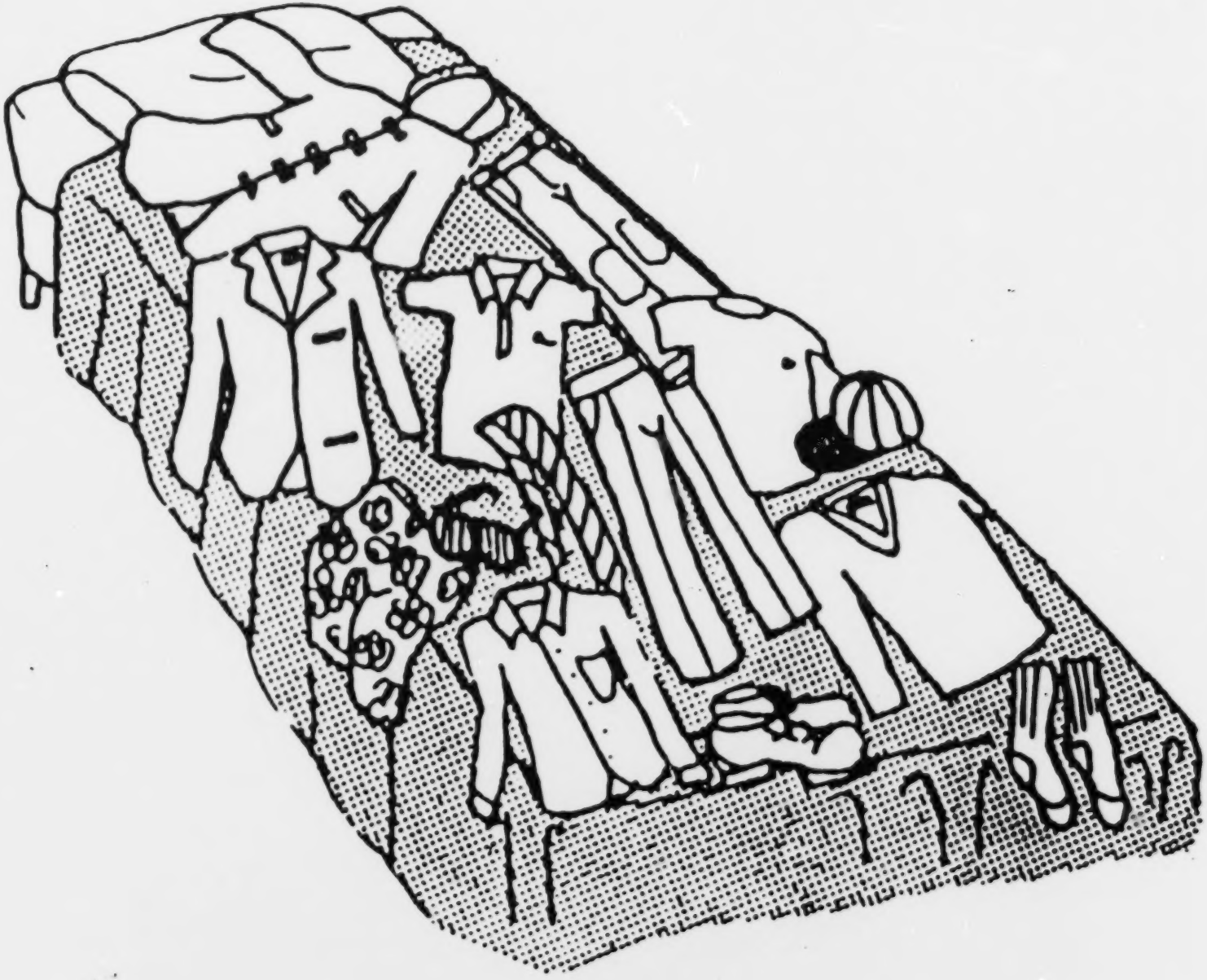

#I

A Difference of Opinion

COS Objectives:

- Uses negatives with minimal errors
- Uses greetings and leave-takings
- Answers simple questions

Teacher:

1) You are to play the role of someone whose friend (the (student) is in a bad mood and disagrees with everything you say.

2) Be sure to read the card with the student(s) before starting the test.

3) The teacher's role is on the following page.

#I

A Difference of Opinion

Imagine you are feeling a bit argumentative today.
Your best friend tries holding a simple conversation
with you, but ***you disagree*** with everything s/he says.

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For the teacher:

Salut! Ça va?	¡Hola! ¿Qué tal?	Hi! How are you?
—	—	—
Il fait très beau aujourd'hui!	¡Hace muy buen tiempo hoy!	It's a nice day today!
—	—	—
J'adore la classe de français. Et toi?	Me encanta la clases de español. ¿Y tú?	I love___class, don't you?
—	—	—
Mais tu parles bien français!	¡Pero tú hablas español muy bien!	But you speak___ so well!
—	—	—
Regarde! Voilà Marc/ Chantal! Il/Elle est irrésistible.	¡Mira! Allí está Carlos/Juanita. El/Ella es muy guapo/guapa.	Look! There's ___. S/he is very good looking!
—	—	—
Tu es embêtant(e)! Au revoir!	¡Tú eres imposible! ¡Adiós!	You are impossible! Goodbye!
___!	___!	___!

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#J

End-of-the-Year Survey

Objective: • To test a sample of the entire range of Level I COS objectives deemed "producible."

Teacher: Students will be asked to obtain information on three other students.

Step 1 Divide the class into groups of four students each. If you have a group of three, fill in as the fourth person. If there is a group of two, assign those students to other groups to make two groups of five.

Step 2 Distribute instructions, chart, and questions to the students.

Step 3 Read the instructions <u>together</u> with the students.

Step 4 Have each student fill out the grid for him/herself.

Step 5 Set a time limit of 4-5 minutes and allow each student to interview <u>one</u> of the other students within the group. All students within the group must listen and fill in the grid with the responses of the particular student being interviewed.

Ex. A > B

D < C

Step 6 Ask each student whom she has interviewed. Choose one of the names mentioned by the student and give the student the opportunity to tell as much as possible about that person based on the interview sheet.*

***Note:** The entire class can be listening during this part of the activity.

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#J1

End-of-the-Year Survey

Imagine that you are participating in a social studies class on a foreign exchange program. Part of your assignment is to conduct a survey to practice "polling" techniques. Conduct your survey by following these instructions.

1) Read the five questions below and fill in the top line of the chart with your name and your answers to the questions.

2) Using the questions on the chart below, complete the chart by...
   a. interviewing one the classmates in your group.
   b. recording his/her responses.
   c. listening to the responses of the other members of your group as they are interviewed and recording their responses on your chart.

3) After you have finished, your teacher will ask you to tell as much as you can about one of the classmates in your group. Use the information you have written down to help you. Don't forget to to use complete sentences.

Questions

1. Quel âge as-tu?
2. Quel programme de télévision préfères-tu regarder?
3. Quelle classe est-ce que tu préfères?
4. Quelles sont tes activités préférées?
5. Quelle est ta boisson préférée?

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#J2

End-of-the-Year Survey

Imagine that you are participating in a social studies class on a foreign exchange program. Part of your assignment is to conduct a survey to practice "polling" techniques. Conduct your survey by following these instructions.

1) Read the five questions below and fill in the top line of the chart with your name and your answers to the questions.

2) Using the questions on the chart below, complete the chart by...
   a. interviewing one the classmates in your group.
   b. recording his/her responses.
   c. listening to the responses of the other memebers of your group as they are interviewed and recording their responses on your chart.

3) After you have finished, your teacher will ask you to tell as much as you can about one of the classmates in your group. Use the information you have written down to help you. Don't forget to to use complete sentences.

Questions

1. ¿Cuántos años tienes?
2. ¿Qué programa de televisión prefieres mirar?
3. ¿Cuál es tu clase preferida?
4. ¿Cuáles son tus actividades favoritas?
5. ¿Qué te gusta beber?

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#J3

End-of-the-Year Survey

Imagine that you are participating in a social studies class on a foreign exchange program. Part of your assignment is to conduct a survey to practice "polling" techniques. Conduct your survey by following these instructions.

1) Read the five questions below and fill in the top line of the chart with your name and your answers to the questions.

2) Using the questions on the chart below, complete the chart by...
   a. interviewing one the classmates in your group.
   b. recording his/her responses.
   c. listening to the responses of the other members of your group as they are interviewed and recording their responses on your chart.

3) After you have finished, your teacher will ask you to tell as much as you can about one of the classmates in your group. Use the information you have written down to help you. Don't forget to to use complete sentences.

Questions

1. How old are you?
2. What is your favorite TV program?
3. What is your favorite class?
4. What are your favorite activities (hobbies)?
5. What do you like to drink?

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Survey/Interview Chart

End-of-the-Year Survey

Name	Age	TV Program	Class	Activities	Drink
1.					
2.					
3.					
4.					

End-of-the-Year Survey

Nombre	Edad/Años	Programa de tele	Clase	Actividades	Bebida
1.					
2.					
3.					
4.					

COLUMBUS PUBLIC SCHOOLS

End-of-the-Year Survey

Nom	Age	Programme de télélevision	Classe	Activités	Boisson
1.					
2.					
3.					
4.					

Score Sheet

Teacher: 1) Be sure to review with your students how they will be rated before administering the test by going over this score sheet with them.

2) The questions on the score card are directed to the student so s/he will understand how the performance has been rated.

NAME_____PERIOD_____SCORE_____GRADE___

DATE_____TEST#_____

	(100) A+	(90) A	(80) B	(70) C	(60) D	(50) F
COMMUNICATION (Did you understand what was said to you? Are you talking about the right thing? Can you say something to be understood despite errors?	50	46	42	38	34	30
FLUENCY (Did your speech flow or did you hesitate?)	20	18	16	14	12	10
VOCABULARY (Did you use the appropriate words?)	30	26	22	18	14	10

NOTES:

SUGGESTED INTERPRETATION: Very Successful (100-80)
Successful (79-62)
Little Success (61-50)

Source: Adapted from González Pino, Barbara. "Testing Second Language Speaking: Practical Approaches To Oral Testing in Large Classes." *Northeast Conference Newsletter 24* , 1988: pp. 14 -16.

COLUMBUS PUBLIC SCHOOLS

TEACHER MID-YEAR CHECK LIST/FRENCH

Student _____

Teacher _____

School _____

The student can...	CHECK ONE Usually	Sometimes	Rarely
1. use appropriate greetings and leave-takings.	_____	_____	_____
2. name people and things such as:			
classroom objects	_____	_____	_____
family members	_____	_____	_____
food items & meals	_____	_____	_____
school subjects	_____	_____	_____
sports and activities	_____	_____	_____
3. communicate likes and dislikes.	_____	_____	_____
4. ask and answer simple questions.	_____	_____	_____
5. tell the time	_____	_____	_____
ask the time	_____	_____	_____
understand basic time statements	_____	_____	_____
6. describe the weather.	_____	_____	_____
7. ask and tell how many using #'s 0-31.	_____	_____	_____
#'s 0-100.	_____	_____	_____
8. ask and tell the day and date.	_____	_____	_____
9. describe personal possessions and family members using <u>mon, ma, mes.</u>	_____	_____	_____

		Usually	Sometimes	Rarely
10.	describe daily activities	_____	_____	_____
11.	talk about going places.	_____	_____	_____
12.	express wants (using vouloir) or needs (using avoir besoin de).	_____	_____	_____
13.	give directions to others.	_____	_____	_____
14.	infer the meaning of unfamiliar words using visual cues.	_____	_____	_____
15.	follow classroom directions when given in French.	_____	_____	_____
16.	listen for specific information.	_____	_____	_____
17.	grasp the main idea conveyed in a brief oral message.	_____	_____	_____
18.	reproduce French sounds and phrases.	_____	_____	_____
19.	respond orally to a verbal or nonverbal stimulus.	_____	_____	_____
20.	spell words aloud using the French alphabet.	_____	_____	_____
21.	recognize cognates.	_____	_____	_____
22.	read graded passages about familiar topics.	_____	_____	_____
23.	write about familiar topics using vocabulary and structures previously learned.	_____	_____	_____
24.	use command forms.	_____	_____	_____

		Usually	Sometimes	Rarely
25.	use present tense common regular and irregular verbs.	_____	_____	_____
26.	make future plans using aller plus infinitive	_____	_____	_____
27.	use the definite, indefinite and partitive articles in affirmative and negative sentences.	_____	_____	_____
28.	use the prepositions a and de in contractions.	_____	_____	_____
29.	use some common adverbs.	_____	_____	_____
30.	recognize many typical French names.	_____	_____	_____
31.	identify geographical areas where French is spoken.	_____	_____	_____
32.	identify basic information about Francophone cultures.	_____	_____	_____
33.	sing simple French songs.	_____	_____	_____
34.	recognize the influence of the French language on the English language.	_____	_____	_____
35.	demonstrate comprehension of spoken words and phrases through verbal or non-verbal responses.	_____	_____	_____
36.	recognize acquired vocabulary in context.	_____	_____	_____
37.	infer the meaning of unfamiliar words using clues in context.	_____	_____	_____

		Usually	Sometimes	Rarely
38.	discriminate between polite and familiar forms in greetings and interactions.	_____	_____	_____
39.	use the correct subject pronouns.	_____	_____	_____
40.	express possession using de plus a noun phrase.	_____	_____	_____
41.	use correct number, placement, and gender of adjectives.	_____	_____	_____

STUDENT MID-YEAR CHECK LIST/FRENCH

Student_____

Teacher_____

School_____

I can ...	CHECK ONE Oui	Non
1. say things such as hello, goodbye, see you later, thank you, etc.	___	___
2. name:		
classroom objects	___	___
family members	___	___
food items and meals	___	___
school subjects	___	___
sports and activities	___	___
3. say what I like or don't like.	___	___
4. ask and answer simple questions.	___	___
5. ask about the time.	___	___
tell time.	___	___
understand what time it is when someone tells me the time in French.	___	___
6. tell what the weather is like.	___	___
7. ask and tell how many using numbers:		
0-31	___	___
0-100	___	___
8. ask what the date is.	___	___
tell the date using French numbers, days and months.	___	___
9. describe people I know and things I own.	___	___
10. talk about what I do every day.	___	___
11. talk about going places like the beach, the supermarket, home, etc.	___	___

		Oui	Non
12.	talk about what I want to do.	___	___
13.	tell other people what to do using simple commands.	___	___
14.	guess the meaning of words I don't know when given pictures and other cues.	___	___
15.	understand and follow classroom directions in French.	___	___
16.	pick out specific information when I hear French.	___	___
17.	tell someone else what I hear in French.	___	___
18.	pronounce French sounds and phrases.	___	___
19.	respond in French when people speak to me or show me things.	___	___
20.	spell words aloud using the French alphabet.	___	___
21.	recognize words that are similar in English and French.	___	___
22.	read simple passages containing familiar words.	___	___
23.	write sentences using vocabulary and structures I have learned.	___	___
24.	give commands.	___	___
25.	tell what I do everyday.	___	___
26.	tell what I'm going to do.	___	___
27.	use the articles: a) le, l', la, les b) un, une, des c) du, de la, de l', des, de, d'	___	___
28.	use au, aux, and du.	___	___

		Oui	Non
29.	use rarement, quelquefois, toujours, souvent, beaucoup.	___	___
30.	recognize some French names.	___	___
31.	name and identify on a map some places in the world where French is spoken.	___	___
32.	discuss some aspects of the French-speaking world.	___	___
33.	sing a simple French song.	___	___
34.	recognize French words that are used in English.	___	___
35.	show I understand what I hear in French.	___	___
36.	understand the words I've been taught when I read or hear them.	___	___
37.	figure out the meaning of some unfamiliar words from other words I see and hear.	___	___
38.	correctly use the pronouns tu and vous.	___	___
39.	use the subject pronouns je, tu, il, elle, nous, vous, ils, and elles.	___	___
40.	show ownership using de + a noun.	___	___
41.	describe people and things using words like petit, grand, formidable, etc. correctly.	___	___

TEACHER MID-YEAR CHECK LIST/SPANISH

Student _____

Teacher _____

School _____

The student can:		CIRCLE ONE		
1.	use common expressions.	Usually	Sometimes	Rarely
2.	understand and use the alphabet (including vowel sounds.)	Usually	Sometimes	Rarely
3.	identify school subjects and use the names of classroom objects.	Usually	Sometimes	Rarely
4.	follow classroom direction.	Usually	Sometimes	Rarely
5.	tell time.	Usually	Sometimes	Rarely
6.	name months, days, seasons, and can tell the date (month, day, and year).	Usually	Sometimes	Rarely
7.	describe the weather.	Usually	Sometimes	Rarely
8.	identify colors.	Usually	Sometimes	Rarely
9.	(a) count from 0-50.	Usually	Sometimes	Rarely
	(b) count from 0-100.	Usually	Sometimes	Rarely
10.	identify articles of clothing.	Usually	Sometimes	Rarely
11.	name common sports and pastimes.	Usually	Sometimes	Rarely
12.	identify foods.	Usually	Sometimes	Rarely

13.	name some body parts.	Usually	Sometimes	Rarely
14.	identify family members.	Usually	Sometimes	Rarely
15.	ask questions.	Usually	Sometimes	Rarely
16.	describe common items using adjective agreement.	Usually	Sometimes	Rarely
17.	use idiomatic expressions.	Usually	Sometimes	Rarely
18.	use negatives.	Usually	Sometimes	Rarely
19.	express ownership by the use of de and by the use of possessive adjectives.	Usually	Sometimes	Rarely
20.	identify city capitals in Spanish-speaking countries and can locate them on the map.	Usually	Sometimes	Rarely
21.	pronounce words and sounds correctly.	Usually	Sometimes	Rarely
22.	answer simple questions.	Usually	Sometimes	Rarely
23.	communicate likes and dislikes.	Usually	Sometimes	Rarely
24.	recognize cognates.	Usually	Sometimes	Rarely
25.	spell basic vocabulary with minimal errors.	Usually	Sometimes	Rarely
26.	describe his/her life in present tense.	Usually	Sometimes	Rarely
27.	use common -ar, -er, verbs in present tense.	Usually	Sometimes	Rarely
28.	apply punctuation rules.	Usually	Sometimes	Rarely

29.	use subject pronouns.	Usually	Sometimes	Rarely
30.	distinguish between use of definite and indefinite articles.	Usually	Sometimes	Rarely
31.	recognize familiar and formal forms of verbs.	Usually	Sometimes	Rarely
32.	identify areas where Spanish is spoken.	Usually	Sometimes	Rarely
33.	express himself/herself in future using ir a.	Usually	Sometimes	Rarely
34.	recognize holidays of Hispanic countries.	Usually	Sometimes	Rarely
35.	distinguish gender of nouns.	Usually	Sometimes	Rarely
36.	construct plural forms.	Usually	Sometimes	Rarely

.midyear

STUDENT MID-YEAR CHECK LIST/SPANISH

Student _____

Teacher _____

School _____

I can....	CHECK ONE Si	No
1. use common expressions like Hola!, Buenos dias, por favor, adiós, etc.	___	___
2. understand and use the alphabet (and vowel sounds) correctly.	___	___
3. identify school subjects, and I can use names of classroom objects like español la tiza el làpiz inglés la regla	___	___
4. follow classroom directions like abran los libros, Siéntate, etc.	___	___
5. tell time.	___	___
6. name months, days, seasons, and tell the date - month, day, and year.	___	___
7. describe the weather like hace frío and hace calor	___	___
8. identify colors - like anaranjado, rojo, azul, verde, etc.	___	___
9. (a) count from 0 to 50	___	___
(b) count from 0 to 100	___	___
10. identify articles of clothing.	___	___
11. name common sports and pastimes like el fútbol jugar boliche el fútbol americano jugar baloncesto	___	___
12. identify foods.		
13. name body parts.	___	___

		Sí	No
14.	identify family members like la madre, el padre, la tía, el tío, la prima, el primo, la abuela, el abuelo	___	___
15.	ask questions like ¿Dónde está la calle Central? ¿Estudia usted en casa?	___	___
16.	describe common items using adjective agreement, etc. like La tiza es roja. La tiza roja está en la mesa.	___	___
17.	use some expressions like Tengo que ir ahora. Hace frío. Tengo hambre.	___	___
18.	use negatives like No estudia ahora. No, no voy hasta mañana.	___	___
19.	express ownership two ways like Esto es el lápiz de Juan. and Su lápiz está en el cuarto.	___	___
20.	identify capital cities in Spanish-speaking countries and I can locate them on the map.	___	___
21.	pronounce words and sounds correctly.	___	___
22.	answer questions like "¿Cómo estás?" "¿Qué tal?", and "¿Cómo te llamas?"	___	___
23.	say what I like and don't like.	___	___
24.	recognize words that are similar in Spanish and English.	___	___
25.	spell Spanish words without making too many mistakes.	___	___
26.	tell about my life and what I do every day.	___	___
27.	make sentences in Spanish like "Voy a casa." and "Quiero practicar el piano."	___	___
28.	use the upside-down exclamation and question marks, accent marks and tilde (ñ), even though I make some mistakes.	___	___

		Sí	No
29.	use "yo", "tú", "usted", etc.	___	___
30.	tell the difference between the meanings of "el", "la", "los", "las", "un", "una", "unos", "unas"	___	___
31.	tell the difference between "tú" form and "usted" form when I see or hear the forms. (hablas, habla).	___	___
32.	identify places where Spanish is spoken.	___	___
33.	tell what I am going to do. (Voy)	___	___
34.	tell about some Hispanic holidays.	___	___
35.	tell if a word starts with "el" or "la", even though I make some mistakes.	___	___
36.	make a word plural like change "la mesa" to "las mesas".	___	___